

## Physical Education

### Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Physical Education through the below:

#### Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
Year 7	<b>Knowledge Introduced</b>	<p>Foundations</p> <p>Base line assessment</p> <p>Health related fitness</p> <p>Definitions of health, fitness and exercise.</p> <p>Outwitting opponents through invasion games; football, benchball and basketball</p>	<p>Outwitting Opponent through Invasion/net games; badminton, volleyball, dodgeball and football</p> <p>Creative and aesthetic through gym and dance</p> <p>HRF- Methods of training</p>	<p>Outwitting opponents through striking and fielding games</p> <p>Performing to the max through indoor and outdoor athletics</p> <p>Immediate, short and long term effects of exercise on the body systems</p>
	<b>Knowledge Revisited</b>	<p>References made to prior learning in primary school and students out of school experiences. Building on prior learning in lessons and reinforcing learning through regular retrieval practice</p>	<p>Focus on transferable skills in invasion and net games. Refer to skills learned in cycle 1 and discuss how they can be adapted for different games activities.</p>	<p>What strategies and tactics are transferable to striking fielding games? How important are Components of fitness when performing to the max? Look back to cycle one and retrieve information on Components of fitness and cycle two methods of training. Why are these important in athletic events?</p>
	<b>Skills Introduced</b>	<p>Demonstrating and developing the components of fitness required to be successful in outwitting opponents; cardiovascular endurance, muscular endurance, agility and speed.</p> <p>Carrying out a three part warm up effectively, identifying the major muscle groups; hamstrings, quadriceps, biceps, triceps, gastrocnemius and abdominals.</p>	<p>Selecting and applying the components of fitness in net games; badminton and volleyball</p> <p>Modifying and adapting passing and receiving skills in response to changes in circumstance eg equipment used, opponents, rules, playing area.</p> <p>Independently carrying out a warm up, performing a pulse raiser and a range of stretches.</p> <p>Using anatomical names for the muscles</p>	<p>Developing accurate replication in striking fielding games; cricket and rounders. For example, the bowling action.</p> <p>Improving and refining skills through using different speeds or adapting techniques or positions in anticipation of what may happen in a game.</p> <p>Linking Components of fitness/methods of training to athletic events such a sprinting and middle distance.</p>



		<p>Acquiring and developing communication and teamwork skills, demonstrating fairplay within a competitive environment.</p> <p>Developing passing and receiving techniques within invasion games</p> <p>Developing accurate replication and movement memory skills in cheer dance and circuit training.</p>	<p>Carry out a range of training methods, linking them to the components of fitness; continuous, interval, fartlek, plyometrics, and circuits</p> <p>Develop creative thinking skills through choreography own routines in dance/gym, using choreographic devices; dynamics, formations, relationships, timing, levels and emotional intent</p>	<p>Developing an understanding of how exercise effects the body and the changes that changes hat take place during and after exercise..</p>
	<b>Skills Revisited</b>	<p>Reference to prior learning in and out of the primary curriculum. This will include, demonstrating running, jumping, throwing and catching in isolation and combination, participation in modified team games, developing tactics for attack and defence. Develop movement patterns in dance and gymnastics</p>	<p>Improving passing and receiving techniques within invasion games</p> <p>Improving accurate replication and movement memory skills in cheer dance and circuit training.</p> <p>Developing the components of fitness required to be successful in outwitting opponents; cardiovascular endurance, muscular endurance, agility and speed.</p>	<p>How are the principles of play implemented in striking/fielding games? How can we change the principles of play- time, space and pressure to ensure we are successful?</p>
<b>Year 8</b>	<b>Knowledge Introduced</b>	<p>Components of Health Related Fitness and training methods which develop these components- Cardiovascular fitness, Muscular Endurance, speed.</p> <p>Outwitting opponents through net and invasion games- benchball, football, badminton and table tennis.</p> <p>Accurate replication through dance/cheerleading</p> <p>.Prep for V cert</p>	<p>Components of Skill Related Fitness taught through invasion and net games.</p> <p>Urban Culture- street dance/parkour/street games.</p> <p>Street soccer, cricket, dodgeball, Danish longball, capture the flag</p> <p>Prep for Vcert</p>	<p>Components of Health related and skill related fitness through striking/fielding games and athletics</p> <p>Performing to the max through indoor and outdoor athletics</p> <p>Immediate, short and long term effects of exercise on the body systems</p>



<p><b>Knowledge Revisited</b></p>	<p>Transferable skills-passing, receiving, dribbling used in invasion games such as basketball, football and hockey. Principles of play-time, space, pressure used in all games, including badminton, table tennis and dodgeball.</p> <p>The components of fitness d needed to be successful in games- agility, speed, power, balance, cardiovascular endurance. Methods of training used to improve components of fitness- circuits, interval training</p>	<p>Focus on transferable skills in invasion and net games and how the components of skill related fitness are important in all activities.</p> <p>How important are the components of health related fitness and how can we improve these components through training</p>	<p>What strategies and tactics are transferable to striking fielding games? How important are components of fitness when performing to the max? Look back to cycle 1 /2 and retrieve information on health and skill related fitness and cycle two methods of training. Why are these important in athletic events?</p>
<p><b>Skills Introduced</b></p>	<p>Demonstrating and developing the components of fitness required to be successful in outwitting opponents; cardiovascular endurance, muscular endurance, agility and speed.</p> <p>Carrying out a three part warm up effectively, identifying the major muscle groups; hamstrings, quadriceps, biceps, triceps, gastrocnemius and abdominals.</p> <p>Acquiring and developing communication and teamwork skills, demonstrating fair play within a competitive environment.</p> <p>Improving and refining passing and receiving techniques within invasion games. Developing spatial awareness and use of peripheral vision</p> <p>Developing accurate replication and movement memory skills in cheer dance and circuit training.</p>	<p>Selecting and applying the components of skill related fitness in invasion and net games</p> <p>Modifying and adapting passing and receiving skills in response to changes in circumstances</p> <p>Using anatomical names for the muscles- Prep for V Cert</p> <p>Carry out a range of training methods, linking them to the components of Skill Related fitness; how do we develop coordination, balance, power, speed, agility and reaction time.</p> <p>Develop creative thinking skills through choreography own routines in dance/gym, using choreographic devices; dynamics, formations, relationships, timing, levels and emotional intent of the urban culture theme</p>	<p>Developing accurate replication in striking fielding games; cricket and rounders. For example, the bowling action.</p> <p>Improving and refining skills through using different speeds or adapting techniques or positions in anticipation of what may happen in a game.</p> <p>Linking Components of fitness/methods of training to athletic events such a sprinting and middle distance.</p> <p>Developing an understanding of how exercise effects the body and the changes that changes hat take place during and after exercise.</p>



	<b>Skills Revisited</b>  Improving passing and receiving techniques within invasion games  Improving accurate replication and movement memory skills in cheer dance and circuit training.  Developing the components of fitness required to be successful in outwitting opponents; cardiovascular endurance, muscular endurance, agility and speed.	Which skills are transferable from one game to another. What components of fitness do we need to be successful in games and why? How can we use training methods to improve COF. Is health related or skill related fitness most important. Give examples to illustrate your answer	How are the principles of play implemented in striking/fielding games? How can we change the principles to ensure we are successful?
<b>Year 9</b>	<b>Knowledge Introduced</b>  LO1: Understand the structure and function of body systems and how they apply to health and fitness  Skeletal system  Bone names and locations of bones, functions of the skeletal system, classification of bones, types of joints, features of a synovial joint, types of movement at a joint, structure of the spine and posture  Muscular system  Muscle names and location of muscles, types of muscles, muscle movement and contraction, muscle fibre types	LO1: Understand the structure and function of body systems and how they apply to health and fitness.  Respiratory system  The structure and functions of the respiratory system, lung volumes  Cardio-vascular system  The structure and function of blood vessels, structure of the heart. Cardiac cycle, Cardiovascular measurements and blood pressure	LO1: Understand the structure and function of body systems and how they apply to health and fitness  Energy systems  Aerobic and anaerobic energy systems  LO2: Understand the effects of health and fitness activities on the body.  Effects of health and fitness activities on the body.  Short term effects of exercise on the body  Long term effects of exercise on the body
	<b>Knowledge Revisited</b>  Recall do now tasks, Recall of skeletal and muscular systems through quizzes, bingo, retrieval roulette focused on recently introduced content. Glossary tests, review questions from the text book.	Recall through do now tasks and intervention tasks where appropriate of skeletal, muscular, respiratory and cardiovascular systems.  High order questioning and sequencing of questions to reinforce and elaborate	structure and function of body systems and how they apply to health and fitness  The effects of health and fitness activities on the body.



<b>Skills Introduced</b>	<p>A01-Knowledge recall. Identification of key words and terminology. Use of anatomical names of the bones and muscles. Definitions of key words</p> <p>Answering multiple choice and 1/2 mark questions, exam technique.</p> <p>A02 Practical Lessons- application of content learned in a real context, Reinforcing theory learned through practical application for example when playing a shot in badminton which bones, muscles and joints are being used? What joint action is being demonstrated and what muscular contractions are taking place.</p>	<p>A02-Application of knowledge, using specific and relevant sporting examples.</p> <p>Linking together the body systems, understanding how they work together. Introduction of application questions</p>	<p>A03- Analysing and evaluating concepts.</p> <p>Linking together all systems of the body, developing analysis and evaluation technique. Exam technique long questions-9 marks.</p>	
<b>Skills Revisited</b>	<p>A01-Knowledge recall linked to the structure and function of the skeletal and muscular systems</p>	<p>A01- Knowledge recall through do nows, mini tests and quizzes. Homework tasks using KN to demonstrate understanding and retention of already acquired knowledge.</p>	<p>A01 and A02- recall and application of knowledge through do nows,, intervention tasks, retrieval roulette, VCERT quizzes, review questions and practice exam questions</p>	
<b>Year 10</b>	<b>Knowledge Introduced</b>	<p>L03: Understand health and fitness and the components of fitness.</p> <p>Health and Fitness</p> <p>Health, fitness and the relationship between health and fitness</p> <p>Components of Fitness</p> <p>Health related components of fitness</p> <p>Muscular Endurance</p> <p>Muscular strength</p> <p>Cardiovascular endurance</p> <p>Flexibility</p> <p>Body composition</p> <p>Skill related components of fitness</p> <p>Balance</p>	<p>Preparation for Unit 1 Introduction to body systems and principles of training in health and fitness external exam</p> <p>Skeletal system</p> <p>Bone names and locations of bones, functions of the skeletal system, classification of bones, types of joints, features of a synovial joint, types of movement at a joint, structure of the spine and posture</p> <p>Muscular system</p> <p>Muscle names and location of muscles, types of muscles, muscle movement and contraction, muscle fibre types</p>	<p>Unit 2 Preparing and planning for health and fitness</p> <p>L02: Understand how to test and develop components of fitness</p> <p>Fitness Testing</p> <p>Health related fitness tests- sit and reach, multi stage fitness test, one minute sit up test, handgrip dynameter.</p> <p>Skill related fitness tests- flamingo balance, Illinois agility test, 30 meter sprint test, ruler drop, wall toss</p>



	<p>Power</p> <p>Coordination</p> <p>Agility</p> <p>Reaction time</p> <p>Speed</p> <p>LO4 Understand the principles of training</p> <p>Principles of Training</p> <p>The Principles of training</p> <p>Specificity</p> <p>Progression</p> <p>Overload</p> <p>Reversibility</p> <p>Tedium</p> <p>FITT principle</p> <p>Frequency</p> <p>Intensity</p> <p>Time</p> <p>Type</p>	<p>Respiratory system</p> <p>The structure and functions of the respiratory system, lung volumes</p> <p>Cardio-vascular system</p> <p>The structure and function of blood vessels, structure of the heart. Cardiac cycle, CV measurements and blood pressure Energy systems</p> <p>Aerobic and anaerobic energy system</p> <p>Effects of health and fitness activities on the body.</p> <p>Short term effects of exercise on the body</p> <p>Long term effects of exercise on the body</p>	<p>Methods of training aimed at improving components of fitness. Interval, continuous, circuit, plyometrics, weight and resistance, fartlek</p> <p>Optimising a health and fitness programme</p> <p>Heart rate training zones, aerobic and anaerobic, repetitions and sets for power muscular strength and muscular endurance</p>
<b>Knowledge Revisited</b>	<p>LO1: Understand the structure and function of body systems and how they apply to health and fitness</p> <p>LO2: Understand the effects of health and fitness activities on the body.</p>	<p>All of unit 1 content</p> <p>LO1: Understand the structure and function of body systems and how they apply to health and fitness</p> <p>LO2: Understand the effects of health and fitness activities on the body.</p> <p>LO3: Understand health and fitness and the components of fitness.</p> <p>LO4 Understand the principles of training</p>	<p>Unit 1 Introduction to body systems and principles of training in health and fitness.</p> <p>Components of fitness, principles of training, energy systems in relation to planning and carrying out training programme</p>

	<p><b>Skills Introduced</b></p> <p>Linking and applying already acquired knowledge in a real vocational context. Demonstrating A01/A03/A03 through exam question practice</p> <p>Taking on the role of a personal trainer</p>	<p>Revision and exam technique. Use of flash cards, mind maps, KN</p>	<p>Prepare , carry out and collect data on a range of fitness tests</p> <p>Calculate maximal heart rate and aerobic and anaerobic training thresholds</p> <p>A03- analyses and evaluation of information</p>
	<p><b>Skills Revisited</b></p> <p>A01- knowledge recall through weekly glossary tests, Do nows and completing exam questions with the aid if the KN for homework</p>	<p>Answering A01, A02 and A03 questions</p> <p>Recognising command and key words.</p>	<p>A01/A02-knowledge recall, application of knowledge in relation to components of fitness and principles of training</p>
<b>Year 11</b>	<p><b>Knowledge Introduced</b></p> <p>LO1: Understand the impact of lifestyle on health and fitness-</p> <p>Activity levels, diet, smoking, drugs, rest and recovery.</p> <p>LO3: Understand how to apply health and fitness analyses and set goals.</p> <p>Health and fitness analysis tools</p> <p>Par-Q/food diary</p> <p>Goal setting</p> <p>Smart targets</p> <p>LO4: Understand the structure of a health and fitness programme and how to prepare safely.</p> <p>The health and fitness programme</p> <p>The session Card</p> <p>Warm up/Cool down</p> <p>Main activity</p> <p>Health and Safety</p> <p>Risk assessments</p>	<p>Unit 2 coursework</p> <p>Components of fitness, Fitness testing, Principles of training, Methods of training, Diet, Health and fitness, Training programme</p> <p>Resubmission of coursework opportunity march/April</p>	<p>Unit 2 coursework</p> <p>Components of fitness</p> <p>Fitness testing</p> <p>Principles of training</p> <p>Methods of training</p> <p>Diet</p> <p>Health and fitness</p> <p>Training programme</p>

<p><b>Knowledge Revisited</b></p>	<p>LO2 and Unit 1 principles of training/components of fitness</p> <p>Specificity</p> <p>Progression</p> <p>Overload</p> <p>Reversibility</p> <p>Tedium</p> <p>Muscular endurance</p> <p>Muscular strength</p> <p>Cardiovascular endurance</p> <p>Flexibility</p> <p>Body composition</p> <p>Balance</p> <p>Power</p> <p>Coordination</p> <p>Agility</p> <p>Reaction times</p> <p>Speed</p>	<p>L01: Understand the impact of lifestyle on health and fitness-</p> <p>Activity levels, diet, smoking, drugs, rest and recovery.</p> <p>LO3: Understand how to apply health and fitness analyses and set goals.</p> <p>Health and fitness analysis tools</p> <p>Par-Q/food diary</p> <p>Goal setting</p> <p>Smart targets</p> <p>LO4: Understand the structure of a health and fitness programme and how to prepare safely.</p> <p>The health and fitness programme</p> <p>The session Card</p> <p>Warm up/Cool down</p> <p>Main activity</p> <p>Health and Safety</p> <p>Risk assessments</p> <p>Plan, carryout and evaluate a programme to improve fitness based on the scenario given</p>	
<p><b>Skills Introduced</b></p>	<p>How to work independently?</p> <p>Analysis and evaluation</p> <p>A04</p> <p>A05</p>		
<p><b>Skills Revisited</b></p>	<p>Analysis and evaluation skills, Training programme examples and how to write one.</p>	<p>A01 A02 A03</p>	



**A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.**